

Teaching for Independence: Developing Inner Control
Dr. Deb Rich, Reading Recovery Trainer, University of Northern Iowa

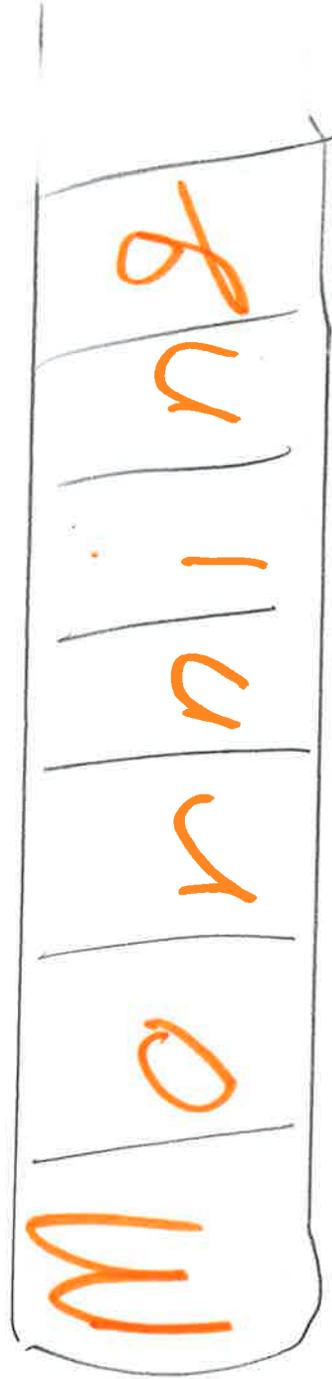
Using *Literacy Lessons Designed for Individuals* 2nd ed., Chapter _____, what guidance does Clay provide us regarding teaching for independence?

Child's Behavior	Teacher's Behavior
<ul style="list-style-type: none">• What does the child learn to do independently?• How does this shift over time?	<ul style="list-style-type: none">• How does the teacher support the child's independence?• When?• To what extent?

This

This

This



hope

This

This

This morning my sister woke
me up and now I am tired.

Jolly Roger and the treasure by Beverley Randell
TL 6
RW 138

- 3 Jolly Roger
went to look for treasure.
- Big Pirate and Little Pirate
went, too.
- 4 “I am going to look for a box,”
said Jolly Roger.
“The treasure is in a box.”
- “We will look for it
here on the beach,”
said the pirates.
- 6 “Go away, Jolly Roger,”
said Big Pirate.
“We are looking here.
You go and look on the hill.”
- 8 Jolly Roger went up the hill.
Away went his hat!
- “My pirate hat!”
said Jolly Roger.
- 10 Jolly Roger ran after his hat.
He ran down the hill.
- 12 “Jolly Roger
is not going to find the box,”
said Big Pirate.
- “We will find it,”
said Little Pirate.
- 14 “Here is my hat,”
said Jolly Roger.
“And look!
Here is a big box!”
- 16 “Come and see my treasure!”
shouted Jolly Roger.

Hattie and the Fox by Mem Fox
TL 15
RW 321

Hattie was a big black hen.
One morning she looked up and said,
“Goodness gracious me!
I can see a nose in the bushes!”

“Good grief!” said the goose.
“Well, well!” said the pig.

“Who cares?” said the sheep.
“So what?” said the horse.
“What next?” said the cow.

And Hattie said,
“Goodness gracious me!
I can see a nose
and two eyes in the bushes!”

“Good grief!” said the goose.
“Well, well!” said the pig.
“Who cares?” said the sheep.
“So what?” said the horse.
“What next?” said the cow.

And Hattie said,
“Goodness gracious me!
I can see a nose, two eyes,
And two ears in the bushes!”

“Good grief!” said the goose.
“Well, well!” said the pig.
“Who cares?” said the sheep.
“So what?” said the horse.
“What next?” said the cow.

And Hattie said,
“Goodness gracious me!
I can see a nose, two eyes, two ears,
and two legs in the bushes!”

“Good grief!” said the goose.
“Well, well!” said the pig.
“Who cares?” said the sheep.
“So what?” said the horse.
“What next?” said the cow.

And Hattie said,
“Goodness gracious me!
I can see a nose, two eyes, two ears, two legs,
and a body in the bushes!”

“Good grief!” said the goose.
“Well, well!” said the pig.
“Who cares?” said the sheep.
“So what?” said the horse.
“What next?” said the cow.

And Hattie said,
“Goodness gracious me!
I can see a nose, two eyes, two ears, a body, four legs,
and a tail in the bushes!
It’s a fox! It’s a fox!”
And she flew very quickly into a nearby tree.

“Oh, no!” said the goose.
“Dear me!” said the pig.
“Oh, dear!” said the sheep.
“Oh, help!” said the horse.

But the cow said, “MOO!”

so loudly that the fox was frightened and ran away.

And they were all so surprised
that none of them said anything
for a very long time.

RUNNING RECORD SHEET

Name: Ariana Date: 5/1 D. of B.: _____ Age: _____ yrs _____ mths
 School: _____ Recorder: _____

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy <u>Hattie and the Fox</u>	<u>7/321</u>	1: <u>35</u>	<u>97</u> %	1: <u>2</u>
Instructional _____	_____	1: _____	_____ %	1: _____
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement ✓

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____
 Instructional _____

 Hard _____

Cross-checking on information (Note that this behaviour changes over time)

Page	Title	RW	Count		Analysis of Errors and Self-corrections	
			E	SC	Information used	
					E MSV	SC MSV
	<u>Hattie and the Fox</u> (15)	<u>321</u>				
<u>un-</u> <u>paged</u>	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓ ↓ <u>can't</u> R <u>sc</u> ✓✓✓✓✓ <u>can</u>			1		
	✓✓✓✓ ✓✓✓✓					
	✓✓✓✓ ✓✓✓✓ <u>what's</u> ✓✓✓ <u>what</u>		1			
	✓✓✓ ✓✓✓ ✓✓✓✓ ✓✓✓✓					
	✓✓✓✓ ✓✓✓✓ ✓✓✓ ✓✓✓ <u>what's</u> ✓✓✓ <u>what</u>		1			

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
	✓ L L L L L				
	✓ R ₂ <u>loud</u> ✓ L L L L R L L L L loudly	1			
	✓ L L L L L L L ✓ <u>no</u> ^{sc} <u>one</u> ^{sc} ✓ L R L L none - ✓ L L L L		2		
	phrasal and expressive	7	7		

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